



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 11331340
SAU: Poland School Department
School: Poland Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

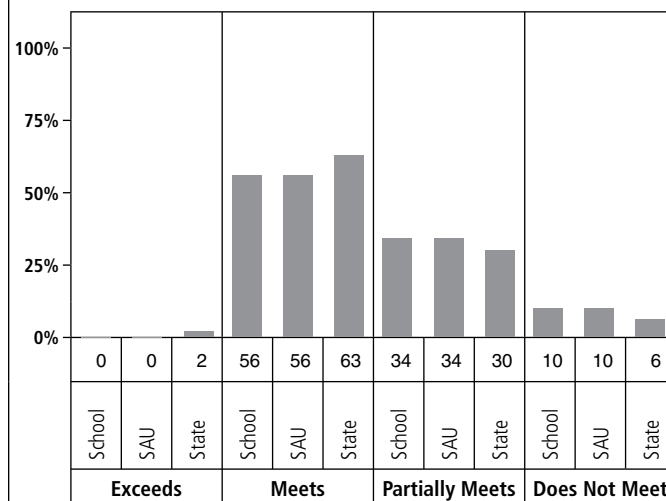
SAU: Poland School Department

School: Poland Community School

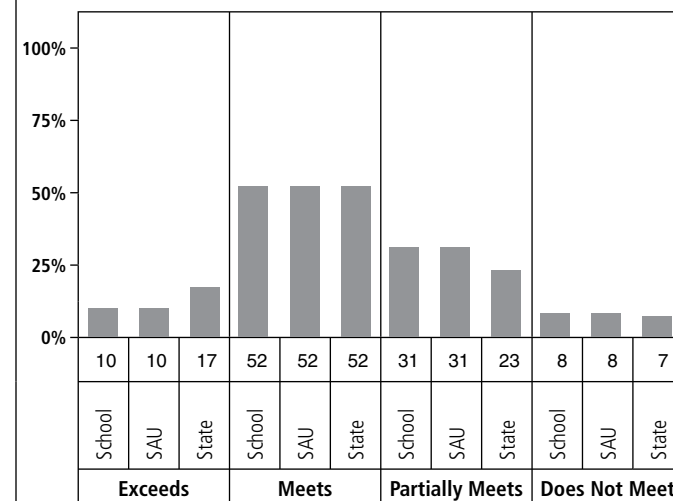
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	345	345
2007–2008	342	342	344
2008–2009	343	343	345
Cum. Avg.*	343	343	345
Mathematics			
2006–2007	347	347	347
2007–2008	343	343	347
2008–2009	346	346	348
Cum. Avg.*	345	345	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Poland School Department
School: Poland Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	63	100	64	100	13763	100	63	100	64	100	13691	100	63	100	64	100	13691	100						
Ethnicity African American/Black	1	2	1	2	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	1	2	1	2	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	61	97	62	97	12846	93	61	100	62	100	12788	100	61	100	62	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	21	14	22	2414	18	13	100	14	100	2388	100	13	100	14	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	22	35	23	36	5887	43	22	100	23	100	5847	100	22	100	23	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	35	56	35	55	10316	75	38	60	38	59	10355	75						
Identified disability (PET/IEP)	1	3	1	3	437	4	1	3	1	3	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	27	43	27	42	3179	23	24	38	24	38	3152	23						
Identified disability (PET/IEP)	11	41	11	41	1757	55	11	46	11	46	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	4	1	4	63	2	1	4	1	4	64	2						
Other	15	56	15	56	1192	37	12	50	12	50	1157	37						
Participation through alternate assessment (PAAP)	1	2	2	3	194	1	1	2	2	3	184	1						
Identified disability (PET/IEP)	1	100	2	100	194	100	1	100	2	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Poland School Department
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	0	0	0	0	262	2
	Cum. Total*	0	0	0	0	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	34	62	34	62	8691	63
	2007-2008	29	55	29	55	8403	62
	2008-2009	35	56	35	56	8500	63
	Cum. Total*	98	58	98	58	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	18	33	18	33	3781	27
	2007-2008	20	38	20	38	4018	30
	2008-2009	21	34	21	34	3985	30
	Cum. Total*	59	35	59	35	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	5	3	5	1021	7
	2007-2008	4	8	4	8	938	7
	2008-2009	6	10	6	10	748	6
	Cum. Total*	13	8	13	8	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	26.8	58.3	26.8	58.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	18.8	58.8	18.8	58.8	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.9	56.4	7.9	56.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Poland School Department
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	0	0	35	56	21	34	6	10	343	62	0	56	34	10	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	60	0	0	34	57	20	33	6	10	342	60	0	57	33	10	342	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	4	33	4	33	4	33	337	12	0	33	33	33	337	2194	0	32	50	18	338
No	50	0	0	31	62	17	34	2	4	344	50	0	62	34	4	344	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	62	0	0	35	56	21	34	6	10	343	62	0	56	34	10	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	22	0	0	8	36	13	59	1	5	342	22	0	36	59	5	342	5721	1	52	39	9	342
No	40	0	0	27	68	8	20	5	13	343	40	0	68	20	13	343	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	62	0	0	35	56	21	34	6	10	343	62	0	56	34	10	343	13489	2	63	30	6	345
Gender																						
Female	29	0	0	18	62	10	34	1	3	345	29	0	62	34	3	345	6568	3	67	26	4	346
Male	33	0	0	17	52	11	33	5	15	341	33	0	52	33	15	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	6	30	9	45	5	25	337	20	0	30	45	25	337	2300	0	39	49	11	340
No	42	0	0	29	69	12	29	1	2	345	42	0	69	29	2	345	11195	2	68	25	4	345
Gifted/talented program																						
Yes	1										1						155	11	87	2	0	354
No	61	0	0	34	56	21	34	6	10	342	61	0	56	34	10	342	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	2	100	323	3	0	0	0	100	323	5	1	44	39	16	340
B. less than one hour	84	0	0	31	61	17	33	3	6	344	84	0	61	33	6	344	80	2	66	28	4	345
C. one to two hours	7	0	0	1	25	3	75	0	0	339	7	0	25	75	0	339	13	2	61	32	6	344
D. more than two hours	7	0	0	2	50	1	25	1	25	339	7	0	50	25	25	339	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	0	0	15	58	6	23	5	19	342	42	0	58	23	19	342	47	3	68	24	4	346
B. good	44	0	0	17	63	10	37	0	0	344	44	0	63	37	0	344	41	1	62	31	5	344
C. fair	15	0	0	3	33	5	56	1	11	340	15	0	33	56	11	340	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	32	0	0	9	45	9	45	2	10	340	32	0	45	45	10	340	31	3	63	28	6	345
B. They match some of what I have learned.	47	0	0	21	72	7	24	1	3	346	47	0	72	24	3	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	15	0	0	2	22	5	56	2	22	338	15	0	22	56	22	338	14	1	53	39	7	342
D. There is no match.	6	0	0	3	75	0	0	1	25	342	6	0	75	0	25	342	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	6	67	1	11	2	22	340	15	0	67	11	22	340	18	1	50	38	11	342
B. about the same as my regular schoolwork	52	0	0	18	56	14	44	0	0	343	52	0	56	44	0	343	57	2	68	26	3	346
C. easier than my regular schoolwork	34	0	0	11	52	6	29	4	19	342	34	0	52	29	19	342	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	8	0	0	1	20	2	40	2	40	333	8	0	20	40	40	333	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	60	0	0	24	65	12	32	1	3	344	60	0	65	32	3	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	32	0	0	10	50	7	35	3	15	343	32	0	50	35	15	343	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	18	0	0	6	55	2	18	3	27	339	18	0	55	18	27	339	22	3	67	25	4	346
B. 20 minutes to an hour	52	0	0	20	63	12	38	0	0	345	52	0	63	38	0	345	46	2	68	26	4	346
C. less than 20 minutes	20	0	0	6	50	4	33	2	17	340	20	0	50	33	17	340	18	1	56	36	8	343
D. I rarely read at home.	10	0	0	3	50	2	33	1	17	341	10	0	50	33	17	341	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	36	0	0	13	62	5	24	3	14	342	36	0	62	24	14	342	29	1	56	36	7	343
B. six to ten pages	33	0	0	11	58	7	37	1	5	344	33	0	58	37	5	344	21	2	62	31	5	344
C. eleven or more pages	31	0	0	9	50	7	39	2	11	342	31	0	50	39	11	342	50	3	68	25	5	346
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	344	33	0	100	0	0	344						
B.	0										0											
C.	67	0	0	0	0	1	50	1	50	328	67	0	0	50	50	328						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Poland School Department
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	6	11	6	11	1985	14
	2007-2008	4	8	4	8	2277	17
	2008-2009	6	10	6	10	2328	17
	Cum. Total*	16	9	16	9	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	32	58	32	58	6990	51
	2007-2008	30	57	30	57	6764	50
	2008-2009	32	52	32	52	7045	52
	Cum. Total*	94	55	94	55	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	13	24	13	24	3673	27
	2007-2008	12	23	12	23	3504	26
	2008-2009	19	31	19	31	3137	23
	Cum. Total*	44	26	44	26	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	4	7	4	7	1193	9
	2007-2008	7	13	7	13	1044	8
	2008-2009	5	8	5	8	997	7
	Cum. Total*	16	9	16	9	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	30.3	63.1	30.3	63.1	31.5	65.6
A. Number	20	42	12.0	60.0	12.0	60.0	12.8	64.0
B. Data	8	17	5.9	73.8	5.9	73.8	6.1	76.3
C. Geometry	8	17	5.5	68.8	5.5	68.8	5.5	68.8
D. Algebra	12	25	6.9	57.5	6.9	57.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Poland School Department
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	6	10	32	52	19	31	5	8	346	62	10	52	31	8	346	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	60	6	10	30	50	19	32	5	8	346	60	10	50	32	8	346	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	12	1	8	4	33	5	42	2	17	337	12	8	33	42	17	337	2204	6	36	36	22	338
No	50	5	10	28	56	14	28	3	6	348	50	10	56	28	6	348	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	62	6	10	32	52	19	31	5	8	346	62	10	52	31	8	346	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	22	0	0	16	73	5	23	1	5	345	22	0	73	23	5	345	5727	10	48	31	12	343
No	40	6	15	16	40	14	35	4	10	346	40	15	40	35	10	346	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	62	6	10	32	52	19	31	5	8	346	62	10	52	31	8	346	13501	17	52	23	7	348
Gender																						
Female	29	3	10	16	55	7	24	3	10	347	29	10	55	24	10	347	6568	16	52	24	8	348
Male	33	3	9	16	48	12	36	2	6	345	33	9	48	36	6	345	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	1	5	6	30	9	45	4	20	337	20	5	30	45	20	337	2300	4	43	39	14	340
No	42	5	12	26	62	10	24	1	2	350	42	12	62	24	2	350	11207	20	54	20	6	350
Gifted/talented program																						
Yes	1										1						155	73	26	1	0	368
No	61	6	10	31	51	19	31	5	8	346	61	10	51	31	8	346	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	2	100	320	3	0	0	0	100	320	5	9	38	32	21	340
B. less than one hour	84	6	12	28	55	15	29	2	4	348	84	12	55	29	4	348	80	19	54	22	5	349
C. one to two hours	7	0	0	2	50	2	50	0	0	343	7	0	50	50	0	343	13	16	51	24	9	347
D. more than two hours	7	0	0	1	25	2	50	1	25	335	7	0	25	50	25	335	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	3	14	11	50	5	23	3	14	345	37	14	50	23	14	345	40	25	51	17	7	351
B. good	46	2	7	16	59	8	30	1	4	348	46	7	59	30	4	348	45	14	56	24	6	348
C. fair	14	1	13	2	25	4	50	1	13	343	14	13	25	50	13	343	12	7	49	34	10	343
D. poor	3	0	0	2	100	0	0	0	0	347	3	0	100	0	0	347	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	51	4	13	18	58	6	19	3	10	348	51	13	58	19	10	348	38	23	52	19	5	351
B. They match some of what I have learned.	38	1	4	11	48	9	39	2	9	344	38	4	48	39	9	344	45	16	56	22	6	348
C. They match just a little of what I have learned.	10	1	17	3	50	2	33	0	0	348	10	17	50	33	0	348	12	10	45	33	12	343
D. There is no match.	2	0	0	0	0	1	100	0	0	334	2	0	0	100	0	334	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	12	0	0	1	14	4	57	2	29	334	12	0	14	57	29	334	17	8	45	34	13	342
B. about the same as my regular schoolwork	74	4	9	25	58	13	30	1	2	348	74	9	58	30	2	348	59	19	55	21	5	350
C. easier than my regular schoolwork	14	1	13	4	50	1	13	2	25	343	14	13	50	13	25	343	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	21	0	0	4	33	6	50	2	17	341	21	0	33	50	17	341	15	8	41	35	15	341
B. 30–45 minutes	18	1	10	7	70	1	10	1	10	348	18	10	70	10	10	348	29	16	54	23	6	348
C. 45–60 minutes	45	2	8	15	60	7	28	1	4	348	45	8	60	28	4	348	32	21	55	19	5	350
D. more than 60 minutes	16	1	11	3	33	4	44	1	11	340	16	11	33	44	11	340	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	0	0	2	67	1	33	329	5	0	0	67	33	329	6	6	33	39	23	337
B. two or three days a week	13	1	13	6	75	1	13	0	0	353	13	13	75	13	0	353	12	15	55	22	8	348
C. two or three times each month	15	0	0	5	56	3	33	1	11	345	15	0	56	33	11	345	26	20	56	19	5	350
D. never or almost never	67	5	13	21	53	11	28	3	8	347	67	13	53	28	8	347	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	2	10	14	67	5	24	0	0	350	36	10	67	24	0	350	37	14	51	27	9	346
B. two or three days a week	16	3	33	3	33	2	22	1	11	350	16	33	33	22	11	350	27	20	55	19	6	350
C. two or three times each month	22	1	8	8	62	3	23	1	8	347	22	8	62	23	8	347	19	22	53	19	6	350
D. never or almost never	26	0	0	5	33	7	47	3	20	337	26	0	33	47	20	337	18	15	51	26	8	347
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	354	33	0	100	0	0	354						
B.	0										0											
C.	67	0	0	1	50	0	0	1	50	333	67	0	50	0	50	333						
D.	0										0											